



Princess May  
Primary School

# ***Religious Education Policy***

**Name of Governing Body  
Representative (GBR):**

Kristofer McGhee

**Next review due by:**

Every 3 years (Unless Guidance Changes)  
September 2022

## Aims

At this school, RE supports and strengthens the school's vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum. Pupils are encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils are encouraged to respect the differences and help in the promotion of a harmonious society.

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of the beliefs, faith and practices of the 6 principal religions in Britain: Christianity, Islam, Buddhism, Judaism, Sikhism and Hinduism.
- Understand how belief may impact on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration, festivals and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.
- Explore, investigate and reflect on some of the most fundamental questions of life asked by people and raised by human experiences.
- Extend their thinking and analytical skills and their creative, imaginative and emotional development.
- Foster mutual understanding between students of differing religious and cultural backgrounds.

Our objectives in the teaching of RE are:

- To study the festivals and ceremonies, traditions and rituals that mark the stages of life and belonging to a community;
- To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion;
- To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary;
- To respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment;
- To study the beliefs, instructions and organisations of particular faiths;
- To be sensitive to the feelings, beliefs and actions of others and to explore the ideas that caring should come before personal interests;
- To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth;
- To help children with experiences of encountering change such as death, suffering, inequality and conflict;
- To examine ideas of right and wrong and to discover the importance of silence and reflection;
- To distinguish between religious and other forms of understanding, for example, scientific, historical;
- To reflect on their own experiences and to develop a sense of religious understanding;
- To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others.

RE at Princess May explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children.

## Legal Framework

As a state maintained school, we follow, adapt and differentiate the Hackney Agreed Syllabus for RE as our statutory document for the teaching and delivery of RE. In accordance with the 1988 Education Reform Act which stipulates that religious education is compulsory for all children; our school curriculum for religious education meets this requirement.

Whilst religious education is not a statutory requirement for children in the Foundation Stage, it, however, forms a valuable part of the educational experience of children throughout that key stage.

Parents have a legal right to withdraw their children from religious education lessons, either because of personal choice or

religious affiliations. This should be done by making a formal written request to the school, which is then agreed by the head teacher and governors. A record of withdrawals is kept by the RE coordinator.

RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

## Teaching and Learning

RE is a part of the whole school curriculum, linking into the creative curriculum. The RE scheme of work are used to inform the planning which outlines the key questions/ concepts covered each term during each Key Stage and by each year group.

At the Foundation Stage RE is not taught as a distinct curriculum area. However, many of the early learning goals lead into the two RE attainment targets.

- The scheme of work for RE will maintain a balance between the two attainment targets: Learning about Religions and Learning from Religions. This is further broken down into three areas which are
  - Thinking about religion, belief, practice and sources
  - Enquiring and investigating meaning
  - Reflecting, evaluating and communicating meaning
- There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the RE syllabus.
- Each unit of work will begin with an investigation into a big question.
- This investigation will allow pupils the opportunity to share their beliefs and practices and enable children to build on their own experiences and knowledge. Similarly it would be an opportunity to ask questions that would guide them through their academic inquiry into the faith and finally and each topic ends with the children recording a reflective piece based on how they felt and learnt about the faith.
- The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
- Pupil progress and attainment in RE will be tracked and recorded termly at the back of the pupil's books. Also the RE co-ordinator will keep an up to date portfolio of evidence to support assessment data
- RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate.
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
- RE will be taught through: the use of representatives from religious traditions as visitors to the class; the use of artefacts, big books, posters, videos, artwork; the use of picture or word cards for matching, classifying, prioritising, sequencing, etc; the use of art and craft to enable students to express their ideas; the use of drama, role play, gesture or dance; the use of music to create an atmosphere or for expression of ideas and emotions; the use of information and communication technology, such as digital cameras, interactive whiteboards, websites.
- In this school the faiths taught in RE are Christianity, Islam, Buddhism, Judaism, Sikhism and Hinduism.
- RE will be given at least 5% of curriculum time i.e. 1 hour per week in the foundation stage and key stage 1 and 75 minutes per week in key stage 2. This could be in the form of an RE week.

There is opportunity for smaller religions to be studied as well as atheist and agnostic points of view within the RE curriculum.

## Resources

Each year group receives a termly resource book linked to the term's theme. Artefacts should be used with great respect as many must be handled with certain 'rules' in mind.

Subject Leadership

- The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.
- The RE subject leader will ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- The RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.
- The RE subject leader will regularly monitor the quality of RE teaching across the school.

## Review

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE Co-ordinator and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.